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ABSTRACT

This first-grade curriculum guide for health education (Duval County Public Schools, Jacksonville, Florida) is designed according to a comprehensive program (K-12) to assist the student in gaining an intelligent understanding of health as a unity of man's physical, mental, and social well-being. Included in the guide are a course outline, primary and secondary ideas and learning objectives derived from them, and detailed lesson plans that give information on concepts/skills, tests, estimated teaching times, instructional materials, teaching procedures, evaluation procedures, and enrichment/reinforcement activities. Topics dealt with include health practices, safety practices, and nutrition. (CMG)

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PHYSICAL • MENTAL • SOCIAL

HEALTH

DUVAL COUNTY COMPREHENSIVE HEALTH EDUCATION PROGRAM

GRADE 1

DUVAL COUNTY PUBLIC SCHOOLS
JACKSONVILLE, FLORIDA
Herb A. Sang, Superintendent

DUVAL COUNTY PUBLIC SCHOOLS
JACKSONVILLE, FLORIDA

HERB A. SANG, SUPERINTENDENT

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1982-83

HEALTH EDUCATION CURRICULUM GUIDE

ELEMENTARY SCHOOL

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APPENDIX A - CURRICULUM

DUVAL COUNTY SCHOOL BOARD POLICY

Sec. 2-6. Health Education

Proper procedures will be implemented to assure that all students, kindergarten through twelve (12), receive a comprehensive health education program. Students may be exempted for religious reasons without being penalized. The health education curriculum shall include a drug education program as required by the state. Units of instruction regarding human reproduction must be approved by written parental permission two (2) weeks prior to the presentation. Students will be excused from such instruction without penalty with parental request.

Source: 1975 Rules, IJL.

Annotations
Comprehensive Health Education Act of 1973, F.S. 233.067.

INTRODUCTION

The health education curriculum is designed as a comprehensive program (K-12). The curriculum is designed to assist the student in gaining an intelligent understanding of health as a unity of man's physical, mental, and social well being.

The student should be able to:

(a) Understand himself and others in terms of physical, mental, social, and moral well being.

(b) Apply the scientific approach and critical reasoning to make intelligent decisions concerning individual and community health.

(c) Develop criteria for identifying reliable sources of information regarding health products and services.

(d) Interpret man's relationship to his environment and his use of his environment to attain a better state of health.

The comprehensive health program offers topics at the student's maturity level involving the physical, mental and social aspects of the individual. Course content includes study of interacting growth and development, personal health practices, protection and promotion of health, food selection, utilization of health information, contagious diseases, hazards and accidents, community health and substances that modify mood and behavior (drug education). The program utilizes a variety of teaching techniques in order to influence knowledge, habits, attitudes and values, relating to the favorable decisions about individual, family and community health. To meet

individual needs a wide variety of material has been identified in the method/media for each objective.

Health education is an important part of the total elementary, junior and senior high school curriculum. The health education course is required at grade levels K-6 and grade seventh The senior high student has the opportunity to elect health education at grade levels ten, eleven and twelve. All health courses have criterion referenced tests.

HEALTH EDUCATION K-6

SCOPE AND SEQUENCE

	STRUCTURE AND FUNTION OF THE BODY	HEALTH PRACTICES	FAMILY	SAFETY	NUTRITION	CONSUMER	DRUGS AND ALCOHOL	DISEASE	ENVIRONMENTAL HEALTH
K	The senses allow man to interpret his environment.	*		Certain safety practices should be used in situations involving activities and the use of tools.	Eating a variety of foods helps us grow and stay healthy.		Drugs affect how the body works.		
1		Determine practices that promote good health.		Certain precautions are useful in the reduction of hazards and accidents.	Attitudes affect food selection and diet.		*		
2	Construction of the human body allows for movement. Growth and development varies with the individual.	*	Family members contribute to the health of each other.	*	Different foods are necessary to supply different body needs.		Mood and behavior may be changed in various ways.		
3	Differences in growth and development can affect feelings and social relationships.	Dental health practices relate directly to physical well-being.			*	Various health products and services are available to the consumer.	*	Knowledge of microorganisms and their characteristics relate to human well-being.	*
4	The organs of the body function in harmony.	*			The digestive process is a vital body function.	Scientific principles apply in selecting health products and services.	The use of mood modifiers affects body functions.		Community efforts help reduce health problems.
5	The human body is well-adapted to carry on life functions.	Certain health practices are basic to potential development.	Families vary widely in their characteristics.		A well-balanced diet is basic to potential development.	The choice of the consumer will affect his potential development.	Knowledge of alcohol's affect on physical, mental, and social health is necessary to today's community.		
6	The body has its own time table for growth and development	*		Knowledge of pedestrian, passenger bicycle, and baby sitting safety is necessary to avoid hazardous situations.	A well-balanced diet is a positive effect on individual development.	*	The use of mood modifiers may affect emotions, behavior and potential development.	Man has increased his knowledge of diseases and their causes.	The environment affects the quality of human health.

* This topic is taught within another objective.

Course Outline - First Grade

1 - 2.1	Determine practices that promote good health.	Pages 1-28
1 - 2.2	Certain precautions are useful in the reduction of hazards and accidents.	Pages 29-80
1 - 2.3	Attitudes affect food selection and diet.	Pages 81-90

GRADE LEVEL: First

THEME: Physical, Mental, and Social Health

PRIMARY IDEA: 2.0 Development in individuals may be altered by factors in the environment.

SECONDARY IDEAS	OBJECTIVES
1 - 2.1 Determine practices that promote good health.	The student will distinguish between practices that promote and those that hinder good health by: 1 - 2.1.1 recalling how cleanliness and grooming affect good health and appearance; 1 - 2.1.2 reviewing why the body needs exercise and rest in order to function properly; 1 - 2.1.3 analyzing how food helps to meet the energy and growth needs of the body; 1 - 2.1.4 evaluating the importance of good dental health; 1 - 2.1.5 considering the responsibility individuals have for proper health care; 1 - 2.1.6 discussing how a positive self-image affects health and well-being; and 1 - 2.1.7 combining good health practices as they relate to each other.

LESSON PLANS

CONCEPT/SKILL Cleanliness/Grooming	TEST IMS 1.C.2	ESTIMATED TIME 30 minutes

OBJECTIVE 1 - 1.2.1 Recall how cleanliness and grooming affect good health and appearance.

INSTRUCTIONAL MATERIALS:

Filmstrip Series: Walt Disney, The Healthy Way in Wonderland.
Filmstrip: "Rub-a dub-dub."
Teaching Pictures: David C. Cook, Health and Cleanliness, #7, (#4 optional) (available in your media center.)
Pink construction paper, cut in two inch strips
Oaktag chart for poem (optional)

PROCEDURE:

Introduce this unit by telling students they will be making a "Circle of Health" chain. Each day we will study a health habit that is a link to our "Circle of Health" chain.

Explain that all our health habits are important and if we don't do one, we break our "Chain of Health." Today's health habit is cleanliness.

Show teaching picture #7. Ask the students to listen while you read a poem about the boy in the picture. You may want to have it written on a chart.

The Bathtub

A warm bath in a tub
Can be used for a scrub
For cleaning your skin
Or relaxing up to your chin
For sailing your boat
Or watching rubber ducks float
For keeping live pets
That enjoy staying wet.

A warm bath opens pores
In your skin--and what's more
A cool rinse when you're finished
Will close pores in a minute
A warm shower, soap and brushin
Does the job when you're rushin
Bath or shower is a must
To wash away dirt and dust!

OBJECTIVE 1 - 1.2.1

Use the following suggested questions to stimulate discussion.
What does the boy have in his hand?
What is he doing with the brush?
Do you take a bath or a shower?
How often?
What does the word "clean" mean?

Show the filmstrip "Rub-a dub-dub" and use suggested questions to stimulate discussion.
What does bathing each day do for your body? (removes dead skin, oil and dirt, and lets new skin grow healthy)
Can you bathe too long? (yes, drys out the skin)
Do you need to clean your body at other times? When? (before eating and after using the restroom, or anytime your hands or face have become dirty from work or play. Emphasize the importance of washing your hands before eating.)

EVALUATION:

Have students list three things that a person can do to be clean.

ENRICHMENT/REINFORCEMENT:

Write the work "Cleanliness" on the chalkboard. Pass out the strips of pink construction paper. Ask students to write "Cleanliness" on the strip. Tell them this is the first link in their "Circle of Health" chain and to keep it in their desk to add to another strip at a later time.

LESSON PLANS

CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
Cleanliness/Grooming	1.C.2	30 minutes

OBJECTIVE 1 - 1.2.1 Recall how cleanliness and grooming affect good health and appearance.

INSTRUCTIONAL MATERIALS:

Filmstrip Series, Walt Disney, The Healthy Way In Wonderland.
Filmstrip: "The Neat Bird."
Teaching Picture: David C. Cook, Health and Cleanliness #6. (available in your media center.)
Purple construction paper, cut in two inch-strips
Oaktag chart for poem (optional)

PROCEDURE:

Introduce the next habit in the "Circle of Health" chain as grooming. Another word for grooming is neat. When we groom ourselves we are making ourselves neat.

Show teaching picture #6 and use suggested questions to stimulate discussion.
Is the girl in the mirror neat?
Look at her hair. Is it brushed and shining?
Are her nails trimmed and clean?
Do you look in the mirror when you comb your hair?
How does it make you feel when you look clean and attractive?

Read the following poem. You may want to have it written on a chart.

Hair Care

How do you choose
To take care of your hair?
With a brush and a comb,
The "Good Grooming" pair?

Do you keep your hair clean?
Is it shiny and neat?
Do you shampoo it often
Once or twice every week?

Do you look in a mirror?
Try for just the right style?
Comb and brush every day
Or only once in a while?

OBJECTIVE 1 - 1.2.1

Hair short, curly, or long
Needs an occasional trim.
To look good and feel fresh
Brush with vigor and vim.

Show the filmstrip "The Neat Bird" and use suggested questions to stimulate discussion.

Why is it important to keep your hair clean?
Do you need hair spray and oil?
Should you brush your hair everyday?
What is wrong with having long dirty nails?
How should a person trim their nails?
What could happen when you round off your toenails?

EVALUATION:

Write the following sentences on the board and have the students complete them.

Wash your _____ one or two times a week. _____ and brush your hair every day. Trim long dirty _____.

ENRICHMENT/REINFORCEMENT:

Play "What Will You Do When You Get Up" game. Have students pretend it is morning and they are getting out of bed. Have them act out what they will do.

Write the word "Grooming" on the chalkboard. Pass out the strips of purple construction paper and ask the students to write "Grooming" on the strip. Have the students connect the pink and purple strips with tape, staples, or glue. Tell them this is the beginning of their "Circle of Health" chain and new links will be added until the chain is complete.

LESSON PLANS

CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
Cleanliness/Grooming	1.C.2	30 minutes

OBJECTIVE 1 - 1.2.1 Recall how cleanliness and grooming affect good health and appearance.

INSTRUCTIONAL MATERIALS:

Filmstrip Series: Walt Disney, The Healthy Way In Wonderland.
Filmstrip: "The Wizard of Good Appearance."
Teaching Picture: David C. Cook, Health and Cleanliness, #9. (available in your media center)
Orange construction paper, cut in two-inch strips
Oaktag chart for poem (optional)

PROCEDURE:

Introduce the next habit in the "Circle of Health" chain as appearance.

Show teaching picture #9. Ask the students what type of clothes the boy and girl in the picture are wearing? Explain to them that wearing the appropriate clothes helps appearance and helps us to be comfortable in different types of weather. Read the following poem. You may want to have it written on a chart.

Look! Look!

Look outside. It's blowing!
The whirling wind is cold.
When we walk through rustling piles of leaves
We'll dress in clothes that are old.

Look outside. It's snowing.
See the snowflakes floating down.
We'll wear our boots and mittens
And build the biggest snowman in town!

Look outside. It's raining!
What will we wear today?
Waterproof boots, waterproof coat,
And a rainhat to keep us dry.

Look outside. It's summer!
The warm weather is just right
For outside games and sports--such fun.
Let's wear our clothing loose and light.

OBJECTIVE 1 - 1.2.1

Show the filmstrip "The Wizard of Good Appearance" and use suggested questions to stimulate discussion.

What is the first thing you must do before dressing?
What is the most important part of a good appearance?
How often should you change your underclothing?
What types of clothes do you wear for protection?
Name some clothes that are used for decoration.
How do you feel when you are all clean and dressed up?
What is wrong with clothes that are too tight? big?

EVALUATION:

Put the words rainy, cold, and warm on the chalkboard and have students make three columns on a page and draw two items a person would wear in that kind of weather.

ENRICHMENT/REINFORCEMENT:

Write the word "Appearance" on the chalkboard. Pass out the orange strips of construction paper and have students write the word "Appearance" on the strip. Add this link to the "Circle of Health" chain.

LESSON PLANS

CONCEPT/SKILL Exercise/Rest	TEST IMS 1.C.7	ESTIMATED TIME 30 minutes

OBJECTIVE 1 - 1.2.2 Review why the body needs exercise and rest in order to function properly.

INSTRUCTIONAL MATERIALS:

Filmstrip Series: SVE, Health Adventures of the Lollipop Dragon.
(available in your media center)
Filmstrip: "Exercise and Rest."
Teaching Pictures: David C. Cook, Health and Cleanliness, #2 and #3
(available in your media center)
Blue construction paper, cut in two inch strips
Oaktag chart for poem (optional)

SUPPLEMENTARY:

Filmstrip Series: Walt Disney, The Healthy Way In Wonderland.
Filmstrip: "Miss Huff'n Puff's Exercise Troupe."
Audio cassette and songbook: American Heart Association, (available in your media center.)
"Exercise Song."

PROCEDURE:

Introduce the activity by showing teaching picture #3 and asking if anyone can guess what the fourth ring is in the "Circle of Health." (Exercise)

Use suggested questions to stimulate discussion.
What kind of exercise are the children in the picture doing?
What kind of exercise do you do?

Show teaching picture #2 and ask students what a person usually feels like doing after exercising. (Resting)

OBJECTIVE 1 - 1.2.2

Read the following poem. You may want to have it written on a chart.

Busy All Day Long

Busy running, busy walking
Busy laughing, busy talking
When is it time to rest?

Busy eating, busy drinking
Busy reading, busy thinking
Do you take time to rest?

Busy skating, busy hopping
Busy browsing, busy shopping
Your yawn says "time to rest!"

Busy bathing, busy brushing
Busy sleeping, no more rushing
Now is the time to rest!

Show the filmstrip "Exercise and Rest." When the filmstrip stops for discussion, have the students answer the following questions:

Can you get tired from doing nothing? (Gwen was tired from getting too much rest.)
What happens when you get a lot of exercise or not enough rest?
What was Charlie's problem? (He was tired from not getting enough rest.)
Is it important to get the right amount of both exercise and rest?
Did you ever get too much rest?
How does exercise make you feel better?
Does it help you when you are upset?

Turn the filmstrip back on and complete the story.

OBJECTIVE 1 - 1.2.2

EVALUATION:

Have students predict what outcome (feeling better or tired) would happen in the following situations.

You have been sitting around all day.
You took a bike ride with a friend.
You stayed up watching television very late.
You slept all day.
You went for a swim in the pool.
You rode your bike all day.
You played jump rope for an hour.

ENRICHMENT/REINFORCEMENT:

Write the words "Exercise and Rest" on the chalkboard. Pass out the blue strips and ask students to write the words on the strip. Connect the blue ring to the "Circle of Health" chain. Have students recall the four good health habits in their chain.

Show the optional filmstrip "Miss Huff 'n Puff's Exercise Troupe."

Sing the exercise song from the audio-cassette and have students color the picture that accompanies the song.

LESSON PLANS

CONCEPT/SKILL Good Nutrition	TEST IMS 1.C.2., 1.C.7	ESTIMATED TIME 30 minutes

OBJECTIVE 1 - 1.2.3 Analyze how food helps to meet the energy and growth needs of the body.

INSTRUCTIONAL MATERIALS:

Filmstrip Series: SVE, Health Adventures of the Lollipop Dragon. (available in your media center)
Filmstrip: "Food and Growth."
Teaching Pictures: David C. Cook, Health and Cleanliness, #1. (available in your media center)
Red construction paper, cut in two-inch strips
Oaktag chart for poem (optional)

SUPPLEMENTARY

Filmstrip Series: Walt Disney, The Healthy Way In Wonderland.
Filmstrip: "Chef Ahmalette's Health Diet." (optional)
Audio-cassette and song book: American Heart Association, "Eating Right." (available in your media center)
J.B. Richmond, et al, You and Your Health: 1 (Glenview, Illinois: Scott, Foresman and Company, 1981.) pp. 94-95.

PROCEDURE:

Introduce today's habit in the "Circle of Health" chain as good nutrition.

Show teaching picture #1 and use suggested questions to stimulate discussion.
What meal do you think the boys in the picture are preparing?
Is there more than one kind of food on the table?
Do you make any of your own meals?
What do you like for breakfast?
How do you feel when you start your day with breakfast?
How do you feel when you get hungry?
Do the boys in the picture look happy?

OBJECTIVE 1 - 1.2.3

Read the following poem. You may want to have it written on a chart.

How Do You Like It?

Whenever you eat an apple
Is it red, or green, or yellow?
Is it tart? Soft and mellow?
Is it juicy and sweet?
Good to eat?

Whenever you eat a carrot
Does it have skin to peel?
Is it crisp? Can you feel
It when you take a bite and chew
On it? Can you eat more than two?

Whenever you make a salad
Will you add lettuce, crisp and green?
Will you chop celery, white and clean?
Sliver peppers? Slice tomatoes small?
Add tasty dressing? Will you eat it all?

Whenever you make a sandwich
Will you use one kind of bread
Or try a sesame roll instead?
Add a spread, then for a treat
Layer it with cheese and meat?

Whenever you eat a cereal
Do you like it cold or hot?
Do you add milk? And what
Else? Perhaps some fruit?
It's fun to choose colors in food.

Show the filmstrip "Food and Growth." When the filmstrip stops for discussion, have students answer the following questions.

How does good food help us work and play?
Do we need energy to study and do our school work?
Should we eat just energy foods?
What is another reason we need food?
Name some things we can do when we eat the right kinds of foods.

OBJECTIVE 1 - 1.2.3

EVALUATION:

Have students list three things a person can do better when they eat the right kinds of food.

ENRICHMENT/REINFORCEMENT:

Write the words "Good Nutrition" on the chalkboard. Pass out the strips of red construction paper and have students write the words "Good Nutrition" on the strip. Add this link to the chain. Have students recall each health habit on their "Circle of Health" chain.

Sing the "Eating Right" song and have the students color the picture that accompanies the song.

Have students view and analyze the pictures on pages 94 and 95 of the textbook.

Show the filmstrip "Chef Amalette's Health Diet" to further illustrate the importance of a good diet.

LESSON PLANS

CONCEPT/SKILL Dental Care	TEST IMS 1.C.2	ESTIMATED TIME 30 minutes

OBJECTIVE 1 - 1.2.4 Evaluate the importance of good dental health.

INSTRUCTIONAL MATERIALS:

Filmstrip Series: SVE, Health Adventures of the Lollipop Dragon. (available in your media center)
Filmstrip: "Dental Care."
Teaching Picture: David C. Cook, Health and Cleanliness, #5, and #11. (available in your media center)
White construction paper, cut in two inch strips
Oaktag chart for poem (optional)

SUPPLEMENTARY:

J. B. Richmond, et al, You and Your Health: 1 (Glenview, Illinois: Scott, Foresman and Company, 1981.) pp. 110-115.

PROCEDURE:

Introduce today's habit in our "Circle of Health" chain as good dental care.

Show teaching picture #5 and ask students to listen while you read a poem about dental care. You may want to have it written on a chart.

Use suggested questions for teaching picture #5 to stimulate discussion.
How many children are in the picture?
Where are the children?
What is in their hands?
Do you use your toothbrush daily?
Why and when do you brush your teeth?
What is your favorite toothpaste?
How does your mouth feel after you brush?
How do you brush your teeth?

Show the filmstrip "Dental Care." When the filmstrip stops for discussion, ask students the following questions.
Why are your teeth important?
Why is it important to take care of your teeth?
How do you take care of your teeth?

OBJECTIVE 1 - 1.2.4

EVALUATION:

Have students choose three words from the word bank that belong to each of the following categories.

Word Bank	Bad Teeth	Good Teeth
toothbrush		
cavities		
plaque		
dental floss		
candy		
toothpaste		

ENRICHMENT/REINFORCEMENT:

Show teaching picture #11 and use the suggested questions to stimulate discussion.

How does the dentist check your teeth?
Why do we lose our baby teeth?
Why do adults lose permanent teeth?
What kinds of machines have you seen in the dentist's office?
Why is it necessary for the dentist to repair a decayed tooth?
Why should you visit the dentist at least twice a year?

Read from the textbook, pp. 110-115, to illustrate what the dentist does.

Write the words "Dental Care" on the chalkboard. Pass out the white strips of construction paper and have students write "Dental Care" on the strip. Add it to the "Circle of Health" chain. Review all the habits on each link to the "Circle of Health" chain.

LESSON PLANS

CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
Health Care	1.C.8	Two-30 minute periods

OBJECTIVE 1 - 1.2.5 Consider the responsibility individuals have for proper health care.

INSTRUCTIONAL MATERIALS:

Filmstrip Series: SVE, Health Adventures of the Lollipop Dragon. (available in your media center)
Filmstrip: "Disease."
Teaching Pictures: David C. Cook, Health and Cleanliness, #8, #10, and #12. (available in your media center)
Green construction paper, cut in two-inch strips
Oaktag chart for poem (optional)

SUPPLEMENTARY:

J. B. Richmond, et al, You and Your Health: 2 (Glenview, Illinois: Scott, Foresman and Company, 1981.) pp. 50-59.

PROCEDURE:

Introduce today's habit in our "Circle of Health" chain as health care.

Show teaching picture #8 and use suggested questions to stimulate discussion.
What do you think the doctor is doing?
Does the little boy look ill?
Should you go to the doctor when you aren't sick?
Why is it a good idea to visit a doctor for checkups several times a year?

Read the following poem. You may want to have it written on a chart.

When knees or elbows are scraped,
When your injury has to be taped,
A doctor is a friend!

When you have an ache in your head,
When you're sick enough to stay in bed,
A doctor is a friend!

When you need a tetanus shot,
When you tell your mom you feel hot,
A doctor is a friend!

OBJECTIVE 1 - 1.2.5

When you're very ill with the flu,
When you catch a stubborn virus that's new,
A doctor is a friend!

When you want a cut to heal fast
When your broken bone needs a cast,
A doctor is a friend!

When your nose is red and sore,
When measles pop out by the score,
A doctor is a friend!

Show the filmstrip "Disease." When the filmstrip stops for discussion, ask students the following questions.
When were you last sick?
What did you do to get better?
What did you do to stay well?

Show remainder of the filmstrip and ask these questions.
Why was it important for Johnny to stay inside and in bed when he had the measles?
How do shots help us to stay well?

EVALUATION:

Draw a picture of when a doctor is a friend. (Example: you need a shot, bone needs a cast, ill with the flu, injury needs to be taped)

OBJECTIVE 1 - 1.2.5

ENRICHMENT/REINFORCEMENT:

Show teaching picture #12 and ask students to listen while you read the following poem. You may want to have it written on a chart.

A-choo! A-choo! A-choo!
Take a tissue!
You feel the start of a sneeze?
Cover that sneeze, please!

Cough! Cough! Throat tickle you?
Take a tissue!
For that annoying cough,
Please, cover your mouth!

Allergies! Allergies! What to do?
Take a tissue!
And until the allergy's over,
Each sneeze should be covered!

Sniff! Sniff! A cold's in view?
Take a tissue!
You're sick? You sniffle and sneeze?
Cover your sniffles, please!

Use the following questions to stimulate discussion
Why is the boy in the picture covering his mouth?
How many children are sitting close to him in the picture?
How do people spread germs from a cough, a cold, and a sneeze?
Should you go to school when you have a cold?
Why is it best to stay in bed when a person has a bad cold, sore throat, or cough?

OBJECTIVE 1 - 1.2.5

Show teaching picture #10 and use suggested questions to stimulate discussion.
- What do you think happened to the boy's arm?
- What do you see on the table?
- What is the boy's mother doing?
- Why do bruises and scratches need to be kept clean?
- Describe a time you had to wear a bandage.
- Should you ever put anything in your mouth that is not clean?
- Should you put your lunch money in your mouth?
- Is it O.K. to rub your eyes when your hands are dirty?
- Name several things you can do to keep your eyes healthy?
- Should you sit close to the T.V.?
- Do you need good light for reading?
- Is it important to have your eyes checked by a doctor?

Read from the textbook, pages 50-59, to illustrate what happens in a health checkup.

Write the words "Health Care" on the chalkboard. Pass out the green strips of construction paper and have students write the words "Health Care" on it. Add this link to the "Circle of Health" chain.

LESSON PLANS

CONCEPT/SKILL	TEST	ESTIMATED TIME
Self-image	1.C.8	Two-30 minute periods

OBJECTIVE 1 - 1.2.6 Discuss how a positive self-image affects health and well-being.

INSTRUCTIONAL MATERIALS:

Kit: American Cancer Society, An Early Start to Good Health, Myself. (available in your media center)
Filmstrip/cassette: "Myself."
Oaktag chart for words to song (optional, words included)
Yellow construction paper cut in two-inch strips

SUPPLEMENTARY:

J.B. Richmond, et al, You and Your Health: 1 (Glenview, Illinois: Scott, Foresman and Company, 1981.) pp. 24-27.
Film: American Heart Association, The Heart That Changed Color. (Duval County School Board Film Library)

PROCEDURE:

Show the filmstrip "Myself" and ask students to tell how the children in the filmstrip accepted themselves.

Sing the song, "I Feel Good About Myself."

Discuss with students how a person acts when he/she feels good about himself/herself.

EVALUATION:

Have students decide three things they like about themselves and draw a picture of those three things. (Save these for an enrichment/reinforcement activity.)

OBJECTIVE 1 - 1.2.6

ENRICHMENT/REINFORCEMENT:

Write the words "Who am I?" on a manila folder and place the students' pictures inside of it. Allow a student to draw out a picture and describe the three things on it. Ask the students if they can identify the correct classmate. The one who is right will then draw another picture and the game continues.

Play the game "What do you know about each other?" Directions are in the textbook on pages 24 and 25. Go over pages 26 and 27 with students to instill the thought that they are unique.

Write the words "I Feel Good About Myself" on the chalkboard. Pass out the yellow strips of construction paper and have the students write the words "I feel good about myself" or "Myself" on it. Add this link ot the "Circle of Health" chain.

Use other activities suggested in "Myself" as additional enrichment/ reinforcement.

Check out "The Heart That Changed Color" from the Film Library. The film depicts the decision of Tin Woodman and the Scarecrow not to smoke while on a perilous journey through the Land of Nicotine. Following the film, use the suggested questions below to stimulate discussion.

Are you ever tempted to do things with others you would not do alone?
Have you ever ignored the advice of others and wished later you had listened?
How does feeling good about yourself help you to make good decisions?

OBJECTIVE 1 - 1.2.6

Words for Song

Who do I see when I look in the lake? (repeat as an echo)
Is it somebody who can make a mistake?
Is it somebody who can laugh and say
I'll do better another day.

Chorus:

But I feel good about, good about,
good about myself.
As I should about, should about, should
about myself.

Who do I see in the window - there? (repeat as an echo)
Is it somebody for whom I care?
Is it somebody's face I like or not,
Well, its the only face I've got.

Repeat the chorus ('Cause I feel . . .)

When I see my shadow on the wall, (Echo)
And it looks so big but I know I'm small, (Echo)
Do I waste my energy
Wishing to be what I can't be?
No! (Shout)
'Cause I feel . . . (Chorus)

Who do I see when I look in the mirror? (Echo)
Is it somebody I want to be near? (Echo)
Do I like that person I see?
Do I wanna be friends with me?
Yes! (Shout)
'Cause I feel . . . (Chorus)

LESSON PLANS

CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
Health Practices	1.C.4, 1.C.7	45 minutes

OBJECTIVE 1 - 2.1.7 Combine good health practices as they relate to each other.

INSTRUCTIONAL MATERIALS:

Poster paper or large oaktag charts
Yarn
Completed "Circle of Health" chain

PROCEDURE:

Review the "Circle of Health" chain and list the health habits on a chart or chalkboard:

cleanliness	good nutrition
grooming	dental care
appearance	health care
exercise and rest	myself

Explain to students that when a person does each habit, it helps him/her be able to do another habit. For example:
Good nutrition makes a person feel like exercising and resting.
Good nutrition, exercise, and rest helps a person feel good about himself/herself.
Being clean and well-groomed improves a person's appearance, which makes a person feel good about himself/herself.

All of the good health habits in the chain are necessary in order for our "Circle of Health" to be complete.

To dramatize the connection between health habits, conduct a "Circle of Health parade. Divide the class in groups of four students and assign each group a health habit. Have each one make a poster about the health habit. Once the posters are complete, punch two holes at the top and attach yarn to it. Place the poster on the student's back and have each one put his/her "Circle of Health" chain around his/her neck. When every student is ready for the parade, have them march in a circle while singing "I Feel Good About Myself?" You may want to invite parents to view the "Circle of Health" parade.

OBJECTIVE 1 - 2.1.7

EVALUATION:

Successful completion of poster "Circle of Health" chain.

ENRICHMENT/REINFORCEMENT:

Plan a trip to the dental health exhibit at the Museum of Arts and Sciences. (396-7061)

Display health habit posters in the hall.

Share your parade with others on your grade level or in your vicinity.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted Texts	Other Respurces
1-2.1	Determine practices that promote good health.	2 - 3 Weeks	Health Test	Julius B. Richmond, et. al, You and Your Health: 1, (Glenview, Illinois: Scott, Foresman and Company, 1981). pp. 36-49, 50-59, 60, 90-105, 106-119. Julius B. Ridhmond, et. al., You and Your Health: 1, (Glenview, Illinois: Scott, Foresman and Company, 1977). pp. 36-49, 50-59, 60-61, 92-99, 105-115. James P. Barufaldi, et. al., Health Science: 1 (Lexington, Massachusetts: D. C. Health and Company, 1981). pp. 6, 24, 25, 34, 81, 85, 115.	TEXTBOOKS Julius B. Richmond, et al, Health and Growth: 1, (Glenview, Illinois: Scott, Foresman and Company, 1971). pp. 26-33, 34-35, 36-37, 61-76, 90-91, 122-123. BOOKLETS Elenore T. Pounds, You and Your Health: School/Home/Community, (Glenview, Illinois: Scott, Foresman, and Company, 1981.) PAMPHLETS Your Health...How Can You Help? Dairy and Food Nutrition Council.** My Health Tree, State of Florida, Department of Health and Rehabilitative Services.** The Orange Clock, State of Florida, Department of Health and Rehabilitative Services.**

*Duval County School Board Film Library + Health Education Supervisor
**School Media Center

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted Texts	Other Resources
1-2.1	Determine practices that promote good health.	2 - 3 Weeks	Health Test		TEACHING PICTURES David C. Cook, Health and Cleanliness.** KITS American Red Cross, Health and Safety Courses for Primary Grades.** American Cancer Society, An Early Start to Good Health: Myself.** AUDIO CASSETTES American Heart Association, Songs From the Heart.** FILMSTRIPS Walt Disney Educational Media Co., The Healthy Way in Wonderland. + "Mr. Dermis" Holiday." "The Wizard of Good Appearance." "Chef Ahmalette's Health Diet." "The Neat Bird." "Rub-a-dub-dub."+ Eye Gate Fire Safety for Primaries: Fire Drills at School and at Home.

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**School Media Center
+ Health Education Supervisor

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted Texts	Other Resources
1-2.1	Determine practices that promote good health.	2 - 3 weeks	Health Test		Walt Disney Educational Media Co. You and Your Health. + "You, The Living Machine."+ SVE, Lollipop Dragon, Adventures in Self-Awareness: The Me I Can Be!+ SVE, Health Adventures of the Lollipop Dragon.** FILMS Clean and Neat with Harv and Marv.* Alexander Has a Good Day.* Alexander Learns Good Health.* The Water We Drink.* Getting Ready for School.* Ripples Series: Check-Up.* The Most Important Person: "Health and Your Body." "Health Exercise, Rest and Sleep." "The Sleeping Feel Good Movie." "The Washing Feel Good Movie." "Sleep." "Healthy Families."

*Duval County School Board Film Library

**School Media Center

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KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted Texts	Other Resources
1-2.1	Determine practices that promote good health.	2 - 3 weeks	Health Test		FIELD TRIPS Jacksonville Museum of Arts and Sciences.

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GRADE LEVEL: First

THEME: Physical, Mental, and Social Health

PRIMARY IDEA: 2.0 Development in individuals may be altered by factors in the environment.

SECONDARY IDEA	OBJECTIVES
1 - 2.2 Certain precautions are useful in the reduction of hazards and accidents.	The student will demonstrate that certain precautions are useful in the reduction of hazards and accidents by: 1 - 2.2.1 inferring where accidents occur and who has them; 1 - 2.2.2 identifying actions that can be taken to keep away from dangers; and 1 - 2.2.3 applying safety rules to practice in the environment.

LESSON PLANS

CONCEPT/SKILL	TEST	ESTIMATED TIME
Accidents	1.C.2, 1.C.8	30 minutes

OBJECTIVE 1 - 2.2.1 Infer where accidents occur and who has them.

INSTRUCTIONAL MATERIALS:

3M Company, School Health Education Study, Concept 4, Level 1-A.
Transparencies: "A, B, C, D, E, F, G, and H."

PROCEDURE:

Show each transparency and use suggested questions to stimulate discussion:

Transparency A - "What Is An Accident?"
What is an accident?
Can you name some types of accidents you have had?

Transparency B - "Where Do Accidents Happen?"
Where is this accident occurring?
What kind of accidents occur in the home?
(Include being safe with plastic bags)

Transparency C - "At School"
What might have happened to this girl?
Where is she?
Who can help you at school?

Transparency D - "Outside"
Where is this little girl?
What other accidents could occur outside?
(Include keeping toys off the stairway)

Transparency E - "Who Has Accidents?"
What is happening here that is very dangerous?
Can we help little brothers and sisters?
How?

Transparency F - "Older Boys and Girls"
Can you have an accident?
What hazards or dangers do you see in this picture?
What safety rules could these children use?

OBJECTIVE 1 - 2.2.1

Transparency G - "Grown-up People"
Can mothers and fathers have accidents?
What can people do to prevent accidents?

Transparency H - "Closing"
Now let's review where accidents occur and who can have them.
Do you remember what happened to the boy and girl?
What might have happened to the man?
Will you try to remember ways to prevent accidents from happening?

EVALUATION:

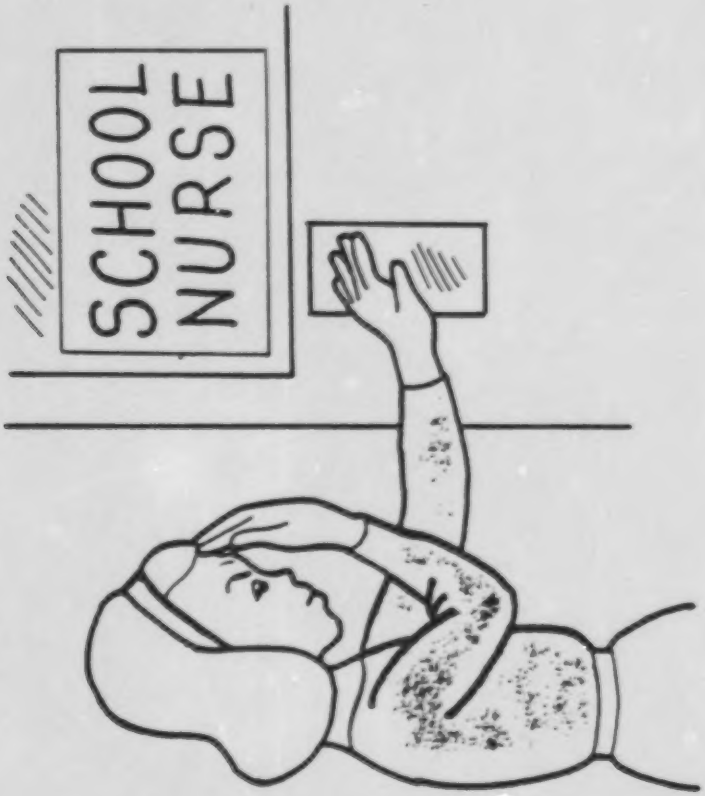
Have students draw a simple picture of an accident that can happen at home, outside playing, or at school.

ENRICHMENT/REINFORCEMENT:

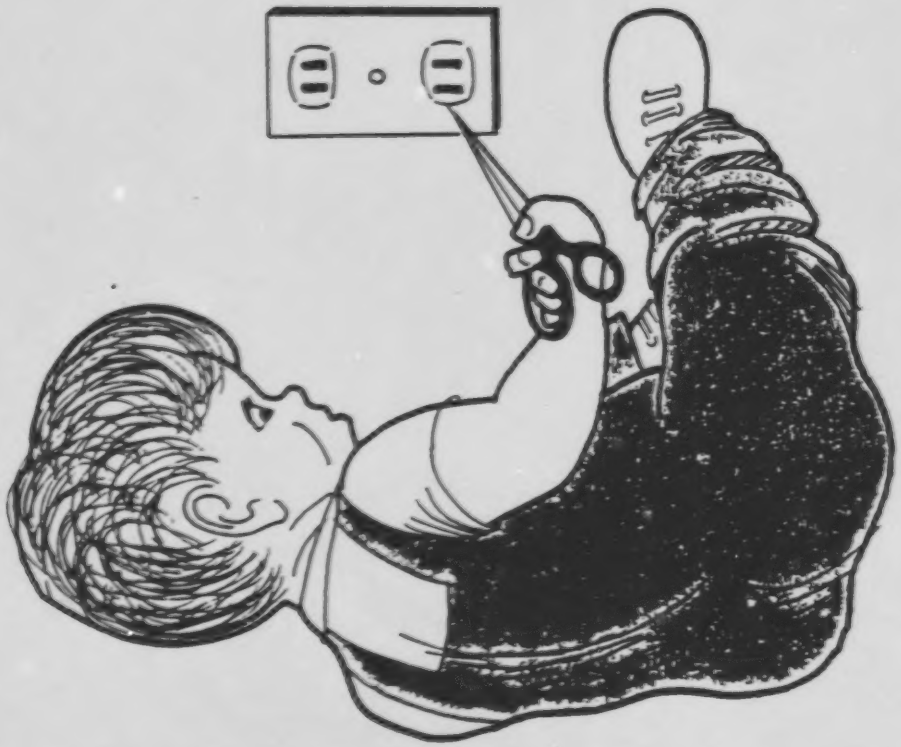
Give out construction paper and have students fold it like a booklet. Write "My Safety Booklet" on the board. Have students copy the words on their booklet and decorate it. Tell them they will be adding a page for each safety lesson.

Objective 1 - 2.2.1 Transparency B

Objective 1 - 2.2.1 Transparency C



Objective 1 - 2.2.1 Transparency E



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Objective 1 - 2.2.1 Transparency F

Objective 1 - 2.2.1 Transparency 6

Objective 1 - 2.2.1 Transparency H

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LESSON PLANS

CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
Safe Actions	1.C.2	30 minutes

OBJECTIVE 1 - 2.2.2 Identify actions that can be taken to keep away from dangers.

INSTRUCTIONAL MATERIALS:

Filmstrip Series: Walt Disney, Careful With Strangers.
Filmstrip: "On the Alert."
Oaktag chart for Do's and Don'ts
Manilla paper (18 x 24)

SUPPLEMENTARY:

J. B. Richmond, et al, You and Your Health: 1, (Glenview, Illinois: Scott, Foresman and Company, 1981), pages 80-82.
U. S. Department of Justice, Law Enforcement Assistance Administration, Play It Safe coloring book. (masters included)

PROCEDURE:

Show the filmstrip "On the Alert." At the conclusion of the filmstrip, allow students to give you ideas leading to the Do's and Don'ts of being careful with strangers. Write them on the oaktag chart.

Do's	Don'ts
1. Do remember the car.	1. Don't tell you are alone.
2. Do remember the person.	2. Don't open the door.
3. Do have an emergency number.	3. Don't go with strangers.

Pass out manila paper to the students. Have them fold it and write the Do's on one side and the Don'ts on the other side. This will be page one in their safety booklet.

EVALUATION:

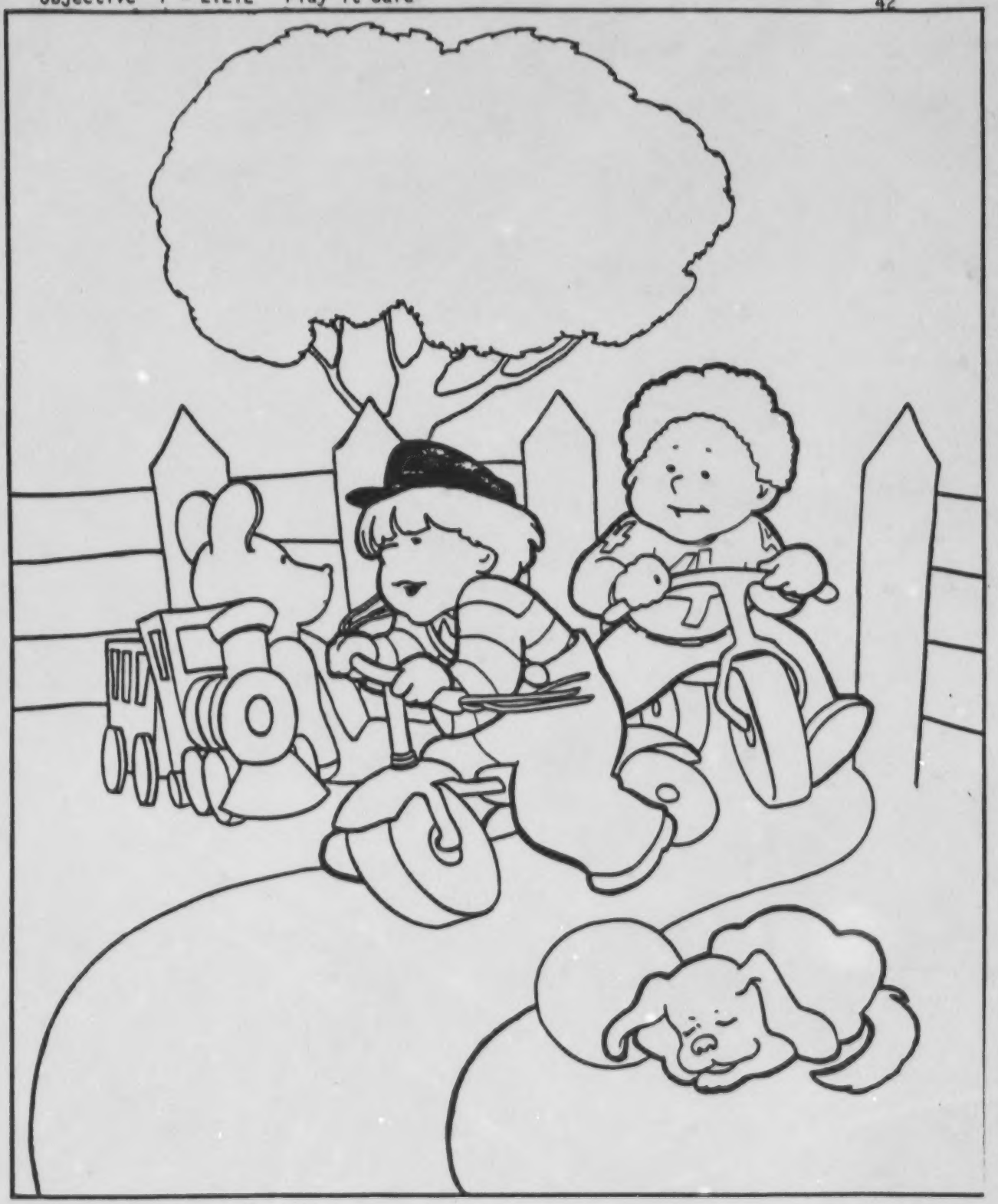
Instruct the students to number one through six on a sheet of paper. Call out the safety rules in random order leaving off the do's and don'ts and have students draw a happy face by the question number if it's a do rule and an unhappy face if it's a don't rule.

Objective 1 - 2.2.2

ENRICHMENT/REINFORCEMENT:

Read textbook pages 80-82. Review situations in which a stranger offers different enticements and have the student practice saying "no."

Choose coloring pages from Play It Safe which are appropriate for your students and discuss additional "Safety with Strangers" rules.



Play with a friend. Don't play alone.

Objective 1 - 2.2.2 Play it Safe

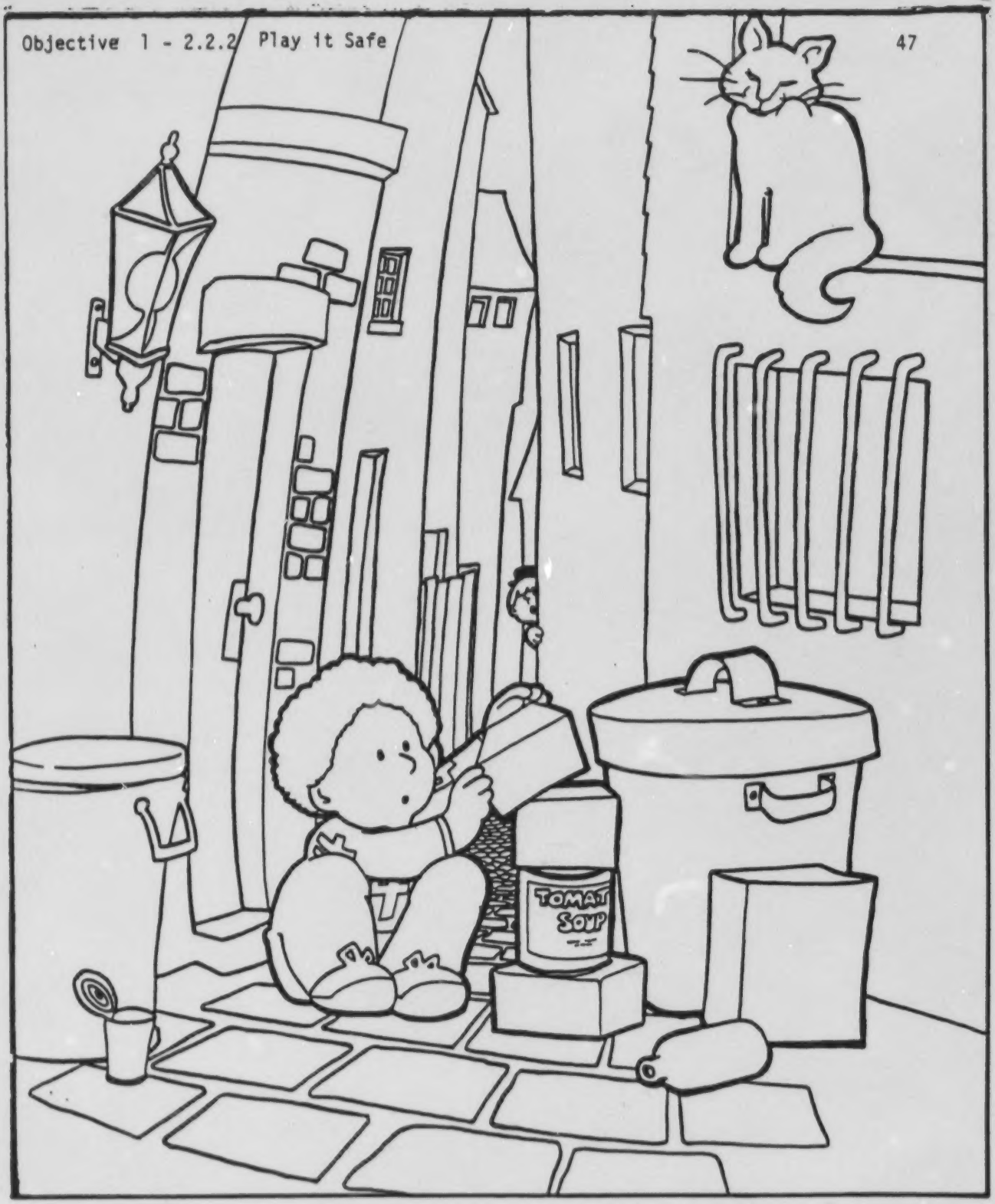
Always tell your parents where you will be playing.

If you need help, remember that a police officer is your friend.

Never walk alone, always walk with a friend.

Objective 1 - 2.2.2 Play it Safe

Never take a ride with a stranger.



Don't play in empty buildings or alleys.

Don't accept money, candy, or gifts from strangers.

LESSON PLANS

CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
Playing Safely	1.C.7	30 minutes

OBJECTIVE 1 - 2.2.3 Apply safety rules to practice in the environment.

INSTRUCTIONAL MATERIALS:

Filmstrip Series: Walt Disney, I'm No Fool With Safety.
Filmstrip: "I'm No Fool Having Fun."
Transparency: "Playing"
9 x 12 inch drawing paper

SUPPLEMENTARY:

J. B. Richmond, et al, You and Your Health: 1, (Glenview, Illinois: Scott, Foresman and Company, 1981) pp. 76-80.

PROCEDURE:

Teacher Information: Students are beginning the Jiminy Cricket Safety course, "I'm No Fool With Safety." Each day Jiminy Cricket will teach them wise safety rules to follow. At the end of the course, the students will receive a Certificate of Completion and an "I'm No Fool" badge.

Show the transparency "Playing" and use suggested questions to stimulate discussion.
Where is the boy in the picture playing? Is this a safe place to play?
Name some accidents that might happen?
Where do you like to play?

Show the filmstrip "I'm No Fool Having Fun." Ask the students to sing the song in the filmstrip along with Jiminy Cricket. Discuss the following questions after viewing the filmstrip.
Why should you never continue playing when you are tired?
Name three dangerous places to play. Why are they dangerous?
How would a fool act when ice skating? Roller skating? Swimming? Hiking?

EVALUATION:

List some dangers that could happen when you play in the street.

OBJECTIVE 1 - 2.2.3

ENRICHMENT/REINFORCEMENT:

Pass out drawing paper and have students write "I'm No Fool" at the top. Ask them to draw a picture of a safe way to have fun. Have students add the drawing to their safety booklet.

Read pages 76-80 in text to reinforce safe practices.

Objective 1 - 2.2.3 Transparency "Playing"

LESSON PLANS

CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
Bicycle Safety	1.C.8	30 minutes

OBJECTIVE 1 - 2.2.3 Apply safety rules to practice in the environment.

INSTRUCTIONAL MATERIALS:

Dr. Rosemary Spencer, et al, Traffic Safety Education, (Tallahassee, Florida: Florida Department of Education).
Transparencies: "Fooling Around" and "Biking Wise."
Filmstrip Series: Walt Disney, I'm No Fool With Safety.
Filmstrip: "I'm No Fool With A Bicycle."
9 x 12 drawing paper

PROCEDURE:

Show transparencies and use suggested questions to stimulate discussion.

Transparency - "Fooling Around"
What do you think has happened to the boy in the picture?
How could he have been acting that would not have been foolish?

Transparency - "Biking Wise"
What are the boy and girl doing that is wise to do when riding a bike?

Show the filmstrip "I'm No Fool With A Bicycle." Have students continue to sing along with Jiminy Cricket in the "I'm No Fool" song. After viewing the filmstrip, discuss the following questions.
What are some of the safety features of today's bicycle?
On what side of the street should you ride your bicycle?
What might happen if you don't take care of your bike?

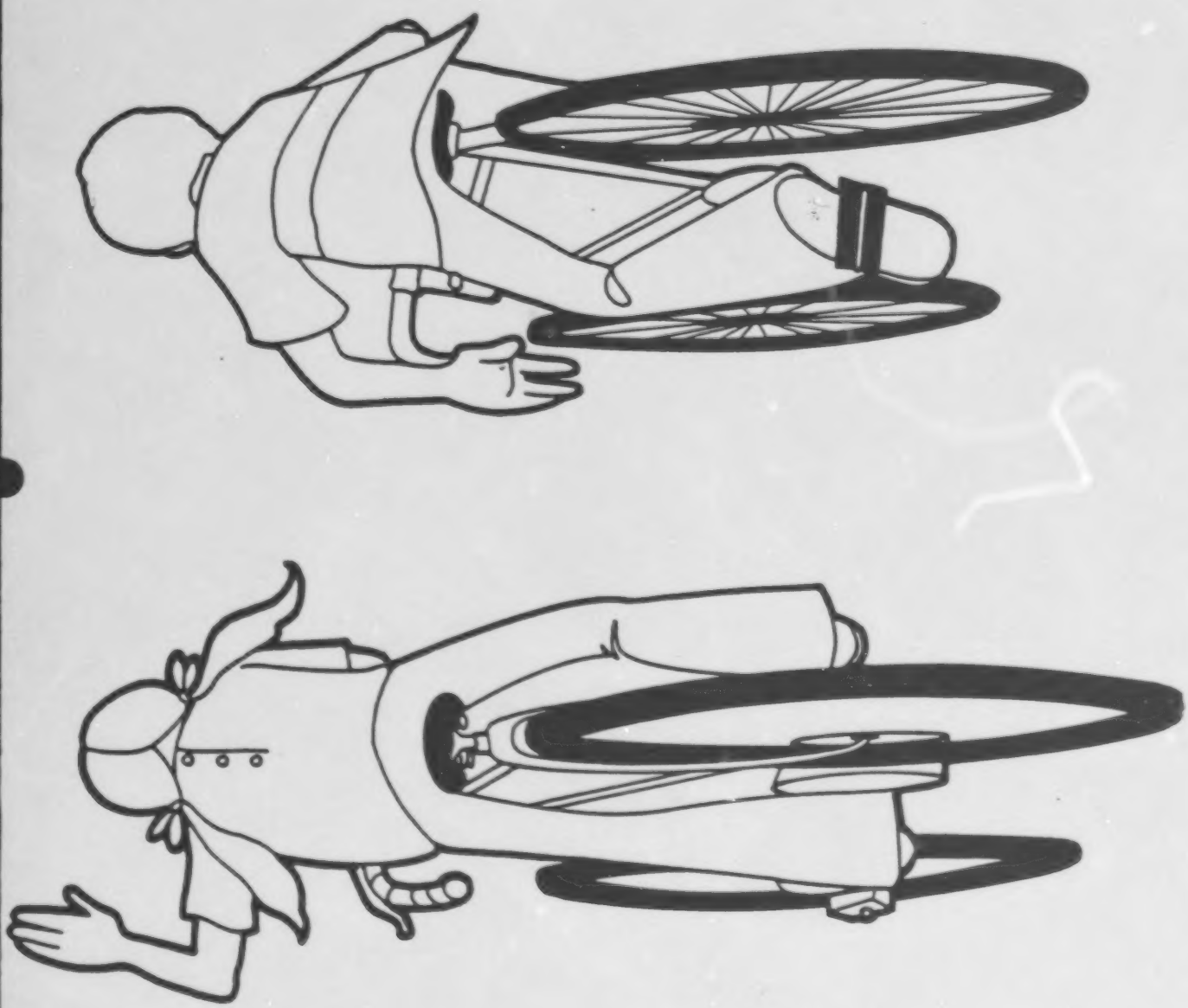
EVALUATION:

Have students draw a picture of a foolish thing to do on a bike and predict what would happen.

ENRICHMENT/REINFORCEMENT:

Pass out drawing paper and have students write "I'm No Fool" at the top of the paper. Ask them to draw a picture of a safe way to act while riding a bicycle and add it to their safety booklet.

Have students conduct a safety check on their bicycles or the bicycles on the school bicycle rack.



Objective 1 - 2.2.3 Transparency "Fooling Around"

LESSON PLANS

CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
Pedestrian Safety	1.C.8	30 minutes

OBJECTIVE 1 - 2.2.3 Apply safety rules to practice in the environment.

INSTRUCTIONAL MATERIALS:

Dr. Rosemary Y. Spencer, et al, Traffic Safety Education, (Tallahassee, Florida: Florida Department of Education).
Transparencies: "A, B, C, D, E, and F."
Filmstrip Series: Walt Disney, I'm No Fool With Safety.
Filmstrips: "I'm No Fool as a Pedestrian."

SUPPLEMENTARY:

Activity Sheet: "Don't Walk, Walk" (Master included, make a copy for each student.)
J.B. Richmond, et al, You and Your Health: 1, (Glenview, Illinois: Scott, Foresman and Company, 1981) pp. 69-74.

PROCDURE:

Show the filmstrip "I'm No Fool as a Pedestrian." Ask the students to listen for the advice Jiminy Cricket gives about automobile and pedestrian safety. (It's your responsibility to stay out of the way of the automobile.)

Discuss the following questions after viewing the filmstrip.
What is the responsibility of the pedestrian?
Why is it dangerous to cross a street in the middle of the block?
If you have to go walking at night, what should you do to protect yourself in traffic?
How many pedestrian safety rules can you remember?

EVALUATION:

Have students number one through six on a sheet of lined paper. Show each transparency and explain the scene. Have students draw a happy face if the pedestrians in the picture are acting wisely and an unhappy face if they are acting foolishly.

Objective 1 - 2.2.3

ENRICHMENT/REINFORCEMENT:

Pass out the activity sheet "Don't Walk, Walk." Ask the students to color the traffic light to match the word instructions. Have them draw a picture of a pedestrian not crossing and crossing the street under the appropriate traffic light. Have students add this page to their safety booklet.

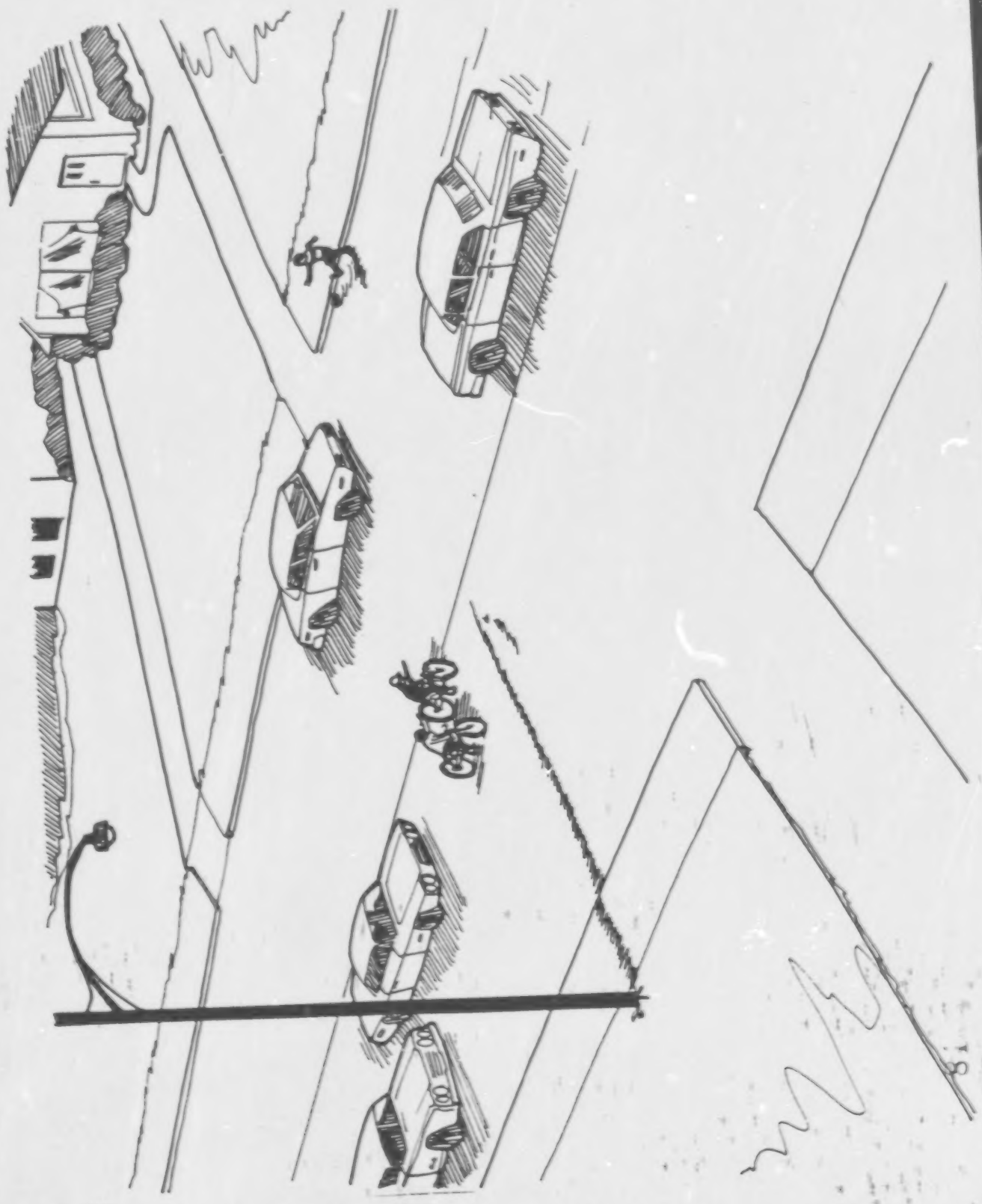
Read textbook material and have students choose the safe thing to do in the situations given.

Red
Amber
Green
DONT
WALK

Red
Amber
Green
WALK

Objective 1 - 2.2.3 Transparency A

Objective 1 - 2.2.3 Transpareney B



STOP

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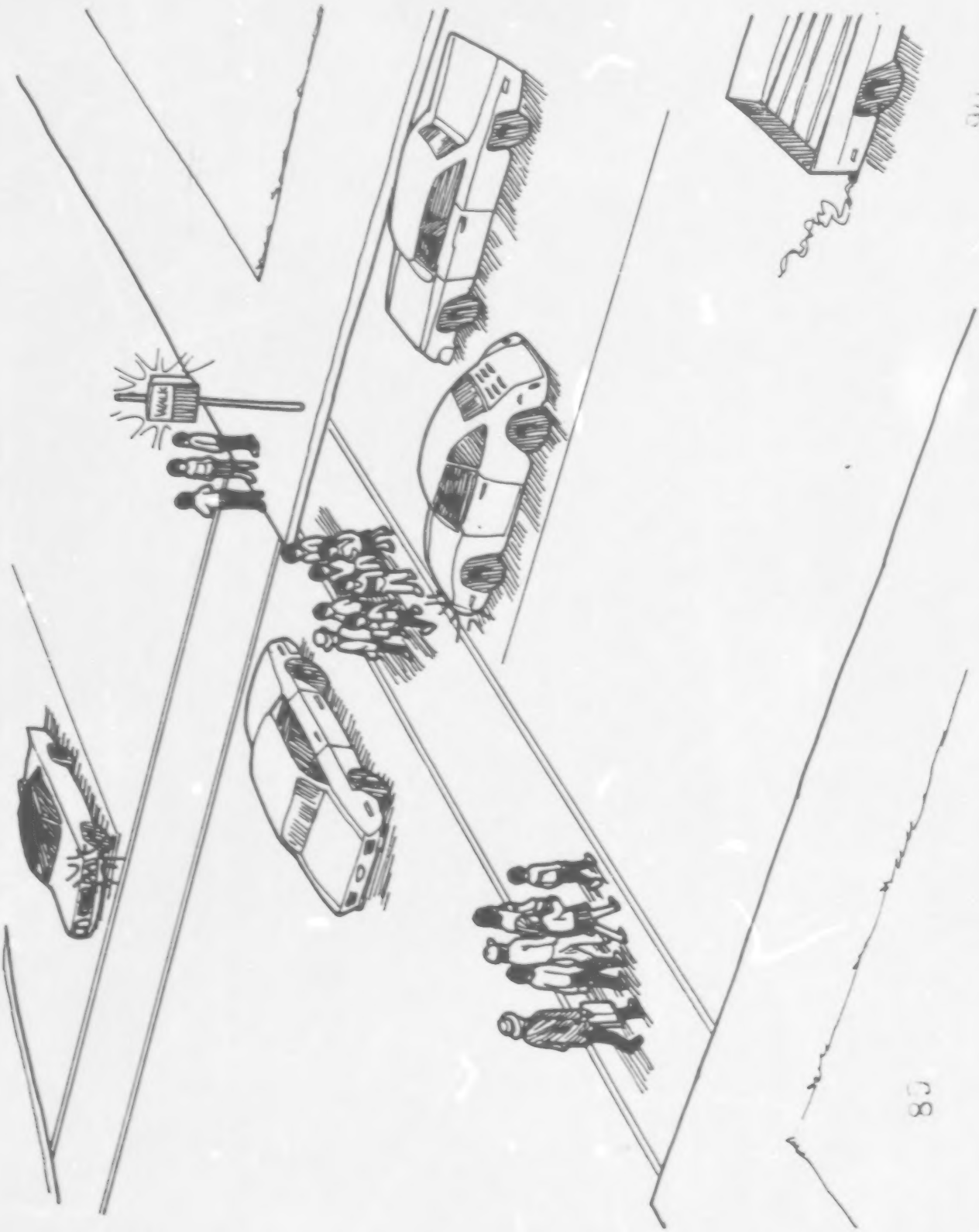
Objective 1 - 2.2.3 Transparency D


WALK
90
85

LESSON PLANS

CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
Fire Safety	1.C.7	30 minutes

OBJECTIVE 1 - 2.2.3 Apply safety rules to practice in the environment.

INSTRUCTIONAL MATERIALS:

Filmstrip Series: Walt Disney, I'm No Fool With Safety.
Filmstrip: "I'm No Fool With Fire."
Activity Sheet: "You The Fireman"
9 x 12 drawing paper

PROCEDURE:

Show the filmstrip "I'm No Fool With Fire" and have students sing along with Jiminy Cricket.

I'm no fool no siree
I'm goin to live to be 93
I take care for you and me
Cause I'm no fool.

Anyone can be a fool
And do things which are wrong
But they find out
When its too late
That they don't live too long.

Discuss the following questions after viewing the filmstrip.
What is the fire triangle?
What could you do in your home to prevent a fire?
What is spontaneous combustion? Where is it most likely to happen?
Where is the telephone number of the fire department posted in your house?

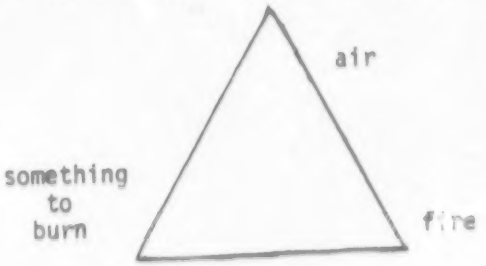
EVALUATION:

Draw a picture of a way to prevent a fire. (Example: don't play with matches, put out campfire, etc.)

OBJECTIVE 1 - 2.2.3

ENRICHMENT/REINFORCEMENT:

Pass out drawing paper and have students write "I'm No Fool With Fire" at the top. Ask them to draw a triangle and fill in the words to the fire triangle. Have students add this page to their safety booklet.

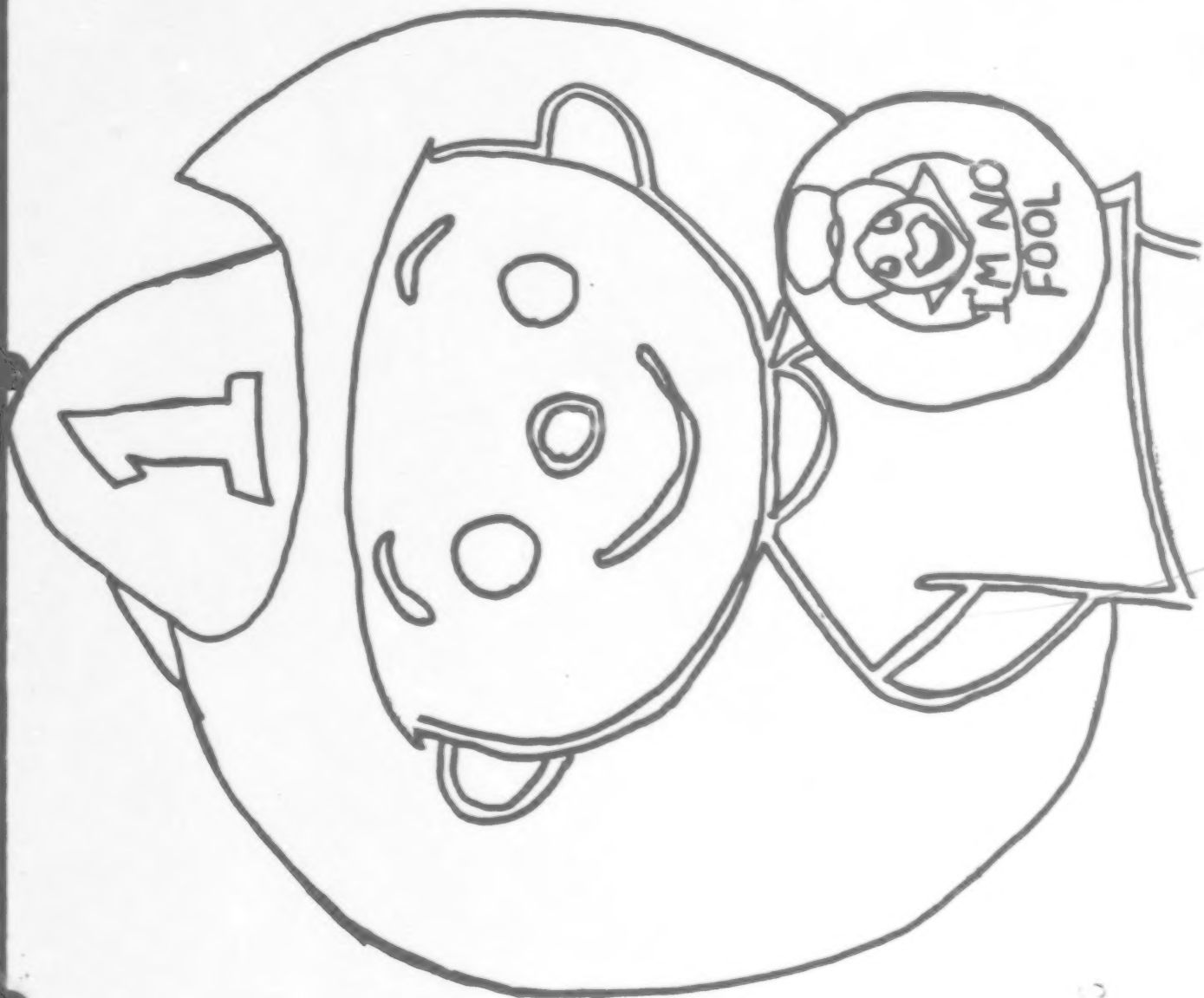


Have students add this page to their safety booklet.

Give each student a copy of "You the Fireman." Have them write their name on the hat. Ask students to check their home for any potential fire hazards and list or draw them on the back of the page. Have students add this page to their safety booklet.

Have students look up and write in their safety booklet the local fire department telephone number.

Have a fireman talk to your students. Call Lt. Shep Ellison, 633-5520, to arrange for a speaker.


I'M NO
FOOL

LESSON PLANS

CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
Water Safety	LC.2	30 minutes

OBJECTIVE 1 - 2.2.3 Apply safety rules to practice in the environment.

INSTRUCTIONAL MATERIALS:

Filmstrip Series: Walt Disney, I'm No Fool With Safety.
Filmstrip: "I'm No Fool in Water."
9 x 12 drawing paper

PROCEDURE:

Use the suggested questions to stimulate discussion.
How many of you know how to swim?
Do you like to swim at the beach?
What other places do you like to swim?
What are some dangerous things that could happen when swimming?

Show the filmstrip and have students sing along with Jiminy Cricket.
Discuss the following questions after viewing the filmstrip.
Why is it important to learn how to swim?
What are some of the wrong places for swimming?
Why is it a good idea to swim with other people?
What is a riptide?

EVALUATION:

Pass out drawing paper and have the students write "I'm No Fool in Water" at the top. Ask them to draw a picture of a safety rule to follow when swimming. Have the students add this page to their safety booklet.

ENRICHMENT/REINFORCEMENT:

Name places in the community to swim where there are lifeguards.

Make up a list of ten rules for being considerate toward others while swimming.

CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
Electricity Safety	1.C.2	30 minutes

OBJECTIVE 1 - 2.2.3 Apply safety rules to practice in the environment.

INSTRUCTIONAL MATERIALS:

Filmstrip Series: Walt Disney, I'm No Fool With Safety.
Filmstrip: "I'm No Fool With Electricity."
Transparency: "Can Electricity Hurt Us?" (master included)

SUPPLEMENTARY:

Pamphlet: Jacksonville Electric Authority, Play It Safe

PROCEDURE:

Show the transparency and use the suggested questions to stimulate discussion.
What are some ways electricity helps man?
What are some ways electricity can be dangerous?

Show the filmstrip and ask students to listen for ways Jiminy Cricket says electricity is a powerful friend or foe. After viewing, discuss the following questions:

How did Benjamin Franklin prove that lightening was electricity?
What are some inventions that helped change electricity into useful energy?
What are some safety rules to use when around high voltage lines, fuse boxes or breaker switches, wall outlets or light sockets, and fallen power lines?
Why are water and electricity a dangerous combination?

EVALUATION:

Write the following sentence on the board and have students fill in the blanks and copy it on their paper.

"W _ t _ r plus electricity plus y _ _ almost always adds up to an accident.

ENRICHMENT/REINFORCEMENT:

Have students make a bulletin board or large poster and label it "Electricity - A Powerful Friend or Foe." One half should show pictures of electricity in a useful way. The other half should stress the dangers and safety rules for using electricity. Use the "Play It Safe" resource booklet for ideas.

Objective 1 - 2.2.3 Transparency "Can Electricity Hurt Us?"

LESSON PLANS

CONCEPT/SKILL Poison Safety	TEST IMS 1.C.1, 1.C.2	ESTIMATED TIME 30 minutes

OBJECTIVE 1 - 2.2.3 Apply safety rules to practice in the environment.

INSTRUCTIONAL MATERIALS:

Filmstrip Series: Walt Disney, I'm No Fool With Safety.
Filmstrip: "I'm No Fool With Poisons."
Transparency: "Poisons" (master included)

PROCEDURE:

Show the transparency "Poisons" and use suggested questions to stimulate discussion.
What could happen to the child in the picture?
Can you think of a way to protect him from being poisoned?
Should you put anything in your mouth that is not food?

Show the filmstrip "I'm No Fool With Poisons." After viewing, discuss the following questions.
What are some poisonous products that can be found in the kitchen?
What should you do if you put material that is poisonous in different containers?
What storage area in the home is called "Public Poisoner Number One?"
Why are medicines dangerous?

EVALUATION:

Have students classify the following list of categories: kitchen, garage, bathroom,

bleach	gasoline	aspirin	cough medicine
drain cleaner	ammonia	bug killer	floor wax
paint	alcohol	medicines	soap

Objective 1 - 2.2.3

ENRICHMENT/REINFORCEMENT

Have students answer the following riddle.

If you are sick, it can help you.
A grown-up you know should give it to you.
You do not take it yourself.
What is it? (medicine)

Have students put a circle around each person who can give you medicine if you need it.

a mother	a friend
a little brother	a father
a doctor	a grandmother

Have students write in their safety booklet the emergency number for the Poison Control Center.

Have students check their homes and make a list of poisonous household products. Make poison labels to take home and glue on the products.

KILLS
BUGS
POISON
POIS
CLEANER
DANGER
Bleach
CAUTION

LESSON PLANS

CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
Safety Practices	1.C.2	30 minutes

OBJECTIVE 1 - 2.2.3 Apply safety rules to practice in the environment.

INSTRUCTIONAL MATERIALS:

Jiminy Cricket Safety course test
Jiminy Cricket Safety course certificate
Jiminy Cricket "I'm No Fool" badge
Safety pins

PROCEDURE:

Give each student a copy of the Jiminy Cricket Safety Course test or put the test on a transparency. Instruct them to mark an "X" on the wise face if it is a good safety practice and an "X" on the foolish face if it is a bad practice.

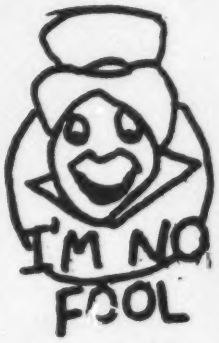
EVALUATION:

The student should answer correctly at least seven out of ten questions.

ENRICHMENT/REINFORCEMENT:

Fill in names on the certificates and present them to the students. Allow them to cut out the badges and pin them on their shirts if desired. Have students take their safety booklets home to share with their parents.

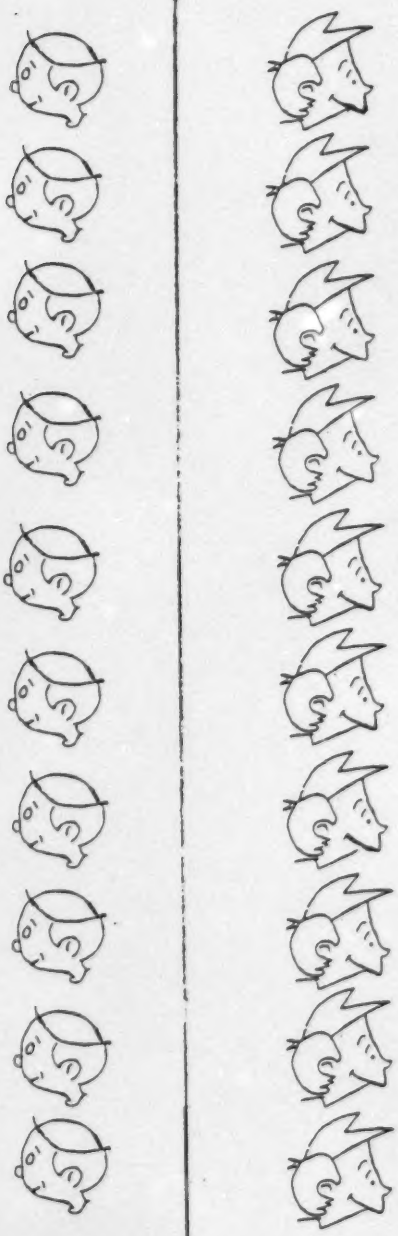
JIMINY CRICKET SAFETY COURSE TEST



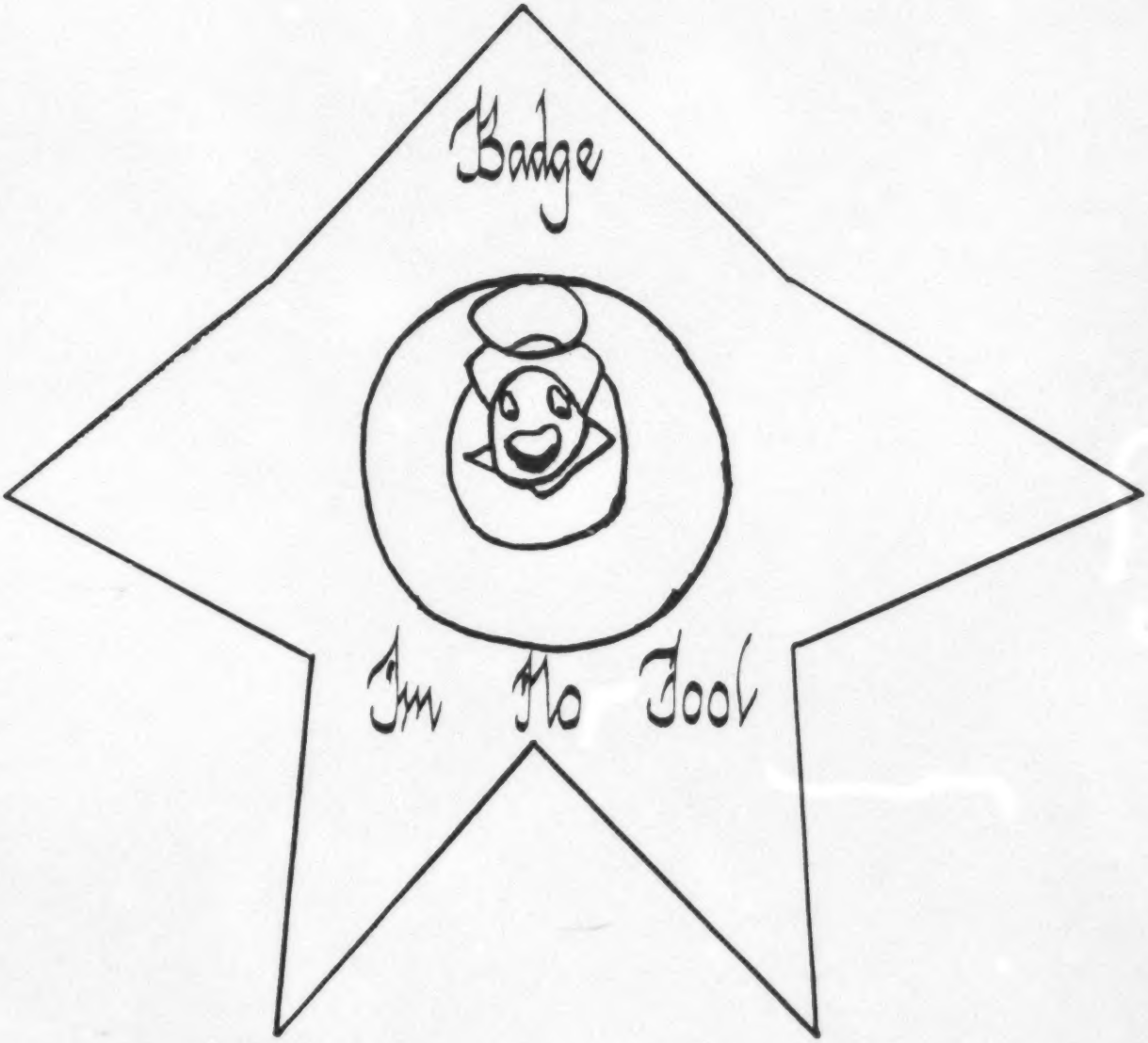
WISE

FOOLISH

1. You should ride your bicycle on the sidewalk.
2. To be safe, you should never tell anyone you are by yourself.
3. You should swim alone.
4. You should leave things on the steps.
5. You should put only food in your mouth.
6. You should cross the street in the middle of the block.
7. You should play in the street.
8. You should know emergency numbers.
9. You should help by keeping brothers and sisters away from electrical outlets.
10. You should play with matches.



BADGE



Certificate of Completion

I'M NO FOOL WITH SAFETY

PRESENTED TO _____

FOR COMPLETING JIMINY CRICKET'S SAFETY COURSE.

I'm No Fool- No Siree
I Want to live to be 103.
Cause I'm no fool!

Signed _____

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted Texts	Other Resources
1-2.2	Certain precautions are useful in the reduction of hazards and accidents.	2 - 3 Weeks	Health Test	Richmond, (1, 1981), pp. 68-69. Richmond, (1, 1977), pp. 68-69. Barufaldi, (1, 1981), pp. 83, 112-112.	TEXTBOOKS Richmond, (1, 1971), pp. 96-116. Richmond, Julius B., et. al., Health and Growth: 2, (Glenview, Illinois: Scott, Foresman and Company, 1971) pp. 45-68. PAMPHLETS Florida Health Notes, "Florida's Poisonous Plants," Vol. 65, #9, Sept. 1973.** Poisonous Plants Around the Home, #1750, Extension Service University of Florida.** First Aid for Little People, Johnson and Johnson Health Care Division.** Be Sure You Play It Safe, Division of Health.** How to Walk to School Safely.** Play It Safe...Away from Electricity Jacksonville Electric Authority.**

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KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted Texts	Other Resources
1-2.2	Certain precautions are useful in the reductions of hazards and accidents.	2 - 3 Weeks	Health Test		TRANSPARENCIES 3M Company, School Health Education Study, Concept 4, Level I.+ KITS American Red Cross, Health and Safety Course for Primary Grades.* Florida Department of Education, Traffic Safety Education.+ FILMSTRIPS Walt Disney Educational Media Co., I'm No Fool with Safety.+ ACI Media, Inc., Safety Series. "Bicycle Safety." "Home Safety."+ Walt Disney Educational Media Co., Careful With Strangers.+ "On the Alert." +

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KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted Texts	Other Resources
1-2.2	Certain precautions are useful in the reduction of hazards and accidents.	2 - 3 Weeks	Health Test		FILMS Playground Safety as Simple as ABC.* School Bus Safety and Courtesy.* Roscoe's Rules.* Safety to and from School.* Walking Home from School.* Safety on the Street.* Safety at Home.* Play Safe.* School Bus Safety: Schmoadle Nightmare.* Primary Safety on the Way to School.* First Aid with Harv and Marv.* Danger Poison.* Our Wonderful Body: Medicine, Drugs, and Poisons.*

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KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted Texts	Other Resources
1-2.2	Certain precautions are useful in the reduction of hazards and accidents.	2 - 3 Weeks	Health Test		Fire Safety with Harv and Marv.* The Poison Problem.* SPEAKERS Lieutenant Shep Ellison, Fire Prevention Bureau. Phone 633-5520

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GRADE LEVEL: First

THEME: Physical, Mental, and Social Health

PRIMARY IDEA: 2.0 Development in individuals may be altered by factors in the environment.

SECONDARY IDEAS	OBJECTIVES
1 - 2.3 Attitudes affect food selection and diet.	The student will demonstrate knowledge that attitudes affect food selection and diet by: 1 - 2.3.1 naming reasons for eating; 1 - 2.3.2 examining familiar and unfamiliar foods; 1 - 2.3.3 investigating the origin of foods; and 1 - 2.3.4 considering the factors influencing food choices.

LESSON PLANS

CONCEPT/SKILL Reasons/Eating	TEST IMS *	ESTIMATED TIME Five-30 minute periods

OBJECTIVE 1 - 2.3.1 Name reasons for eating.

INSTRUCTIONAL MATERIALS:

Kit: Dairy and Food Nutrition Council, Food - Your Choice, Level I.
Teacher's Guide
Resource materials
Poster "Living Things"
Student materials

SUPPLEMENTARY:

Filmstrip Series: The Polished Apple, Nutrition for Children.
Filmstrip: "George Gorge and Nicky Persnicky." (available in your media center)
J. B. Richmond, et al, You and Your Health: 1 (Glenview, Illinois: Scott, Foresman and Company, 1981.) pp. 92 - 93.

NOTE TO TEACHER: The Dairy Council Nutrition Kit can be obtained only by attending the nutrition workshop held in the fall.

PROCEDURE:

Follow directions as presented in the Teacher's Guide for Unit 1, Food - Your Choice. Choose the activities appropriate for your students. Student activities in Unit 1 correlate with IMS skills as follows:

Activity 1 - 4	- 1.C.8
Activity 5, 6b, and 7	- 2.C.1
Activity 6	- 1.C.3
Activity 6c	- 1.C.7
Evaluation	- 1.C.2

EVALUATION:

Have the students complete the written evaluation "What Did I Learn," Unit 1. This is in the student materials booklet.

*IMS skills keyed to individual activities

OBJECTIVE: 1 - 2.3.1

ENRICHMENT/REINFORCEMENT:

Show the filmstrip "George Gorge and Nicky Persnicky" and use the suggested questions to stimulate discussion.

What kind of a bad eating habit did George learn when he was a baby?
What kinds of foods did he like to eat?
What happened to him?
Is fat healthy?
Did Nicky like to eat food?
What happened to her body?
Did she like to run and play?
How does a person get proteins, carbohydrates, fats, vitamins, and minerals?
If a person eats a whole lot of food, will he get everything he needs?
What was George fed up with?
What did Nicky get tired of?

Read and discuss pages 92-93 in You and Your Health: 1.

LESSON PLANS

CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
Foods	*	Five-30 minute periods

OBJECTIVE 1 - 2.3.2 Examine familiar and unfamiliar foods.

INSTRUCTIONAL MATERIALS:

Kit: Dairy and Food Nutrition Council, Food-Your Choice, Level I.
Teacher's Guide
Resource materials
Poster "Make a Shake"
Student materials

SUPPLEMENTARY:

Filmstrip Series: The Polished Apple, Nutrition for Children.
Filmstrip: "Nutrient Express." (available in your media center)
J. B. Richmond, et al, You and Your Health: 1 (Glenview, Illinois: Scott, Foresman and Company, 1981.) pp. 100-101.

PROCEDURE:

Follow directions as presented in the Teacher's Guide for Unit 2, Food - Your Choice. Choose the activities appropriate for your students. Student activities in Unit 2 correlate with IMS skills as follows:

Activity 1 - 1-C-2
Activity 7 - 1-C-8
Evaluation - 1-C-8

EVALUATION:

Have the students complete the written evaluation "What Did I Learn," Unit 2. This is in the student materials booklet.

* IMS skills keyed to individual activities

OBJECTIVE 1 - 2.3.2

ENRICHMENT/REINFORCEMENT:

Show the filmstrip "Nutrient Express" and use the suggested questions to stimulate discussion.

What kinds of foods did Nancy like?
Name some foods she found out about that were good to eat.
Milk family foods help what part of your body grow strong?
What are some green vegetables? Yellow?
How does food from the meat family help you grow strong?
What does food from the grain family do for your body?
Why is pizza a member of all the families?

Read and discuss pages 100-101 in You and Your Health: 1.

LESSON PLANS

CONCEPT/SKILL Origin/Foods	TEST IMS *	ESTIMATED TIME Five-30 minute periods

OBJECTIVE 1 - 2. 3.3 Investigate the origin of foods.

INSTRUCTIONAL MATERIALS:

Kit: Dairy and Food Nutrition Council, Food - Your Choice, Level 1.
Teacher's Guide
Resource materials
Poster: "From Farm to School"
Student materials

SUPPLEMENTARY:

Filmstrip Series: The Polished Apple, Nutrition for Children.
Filmstrip: "Break the Fast."(available in your media center)
J. B. Richmond, et al, You and Your Health: 1 (Glenview, Illinois: Scott, Foresman and Company, 1981.) pp. 96 - 99.

PROCEDURE:

Follow directions as presented in the Teacher's Guide for Unit 3, Food - Your Choice. Choose the activities appropriate for your students. Student activities in Unit 3 correlate with IMS skills as follows:

Activity 1	- K.C.1
Activity 2	- K.C.1
Activity 6a and 6b	- K.C.1, K.N.5, K.N.7, K.W.A.5, K.C.2, K.R.R.1
Activity 7	- K.C.3, K.W.2
Activity 8	- 1.C.8
Activity 9	- 1.C.8
Evaluation	- 1.C.8

EVALUATION:

Have students complete the written evaluation "What Did I Learn," Unit 3. This is in the student materials booklet.

* IMS skills keyed to individual activities

OBJECTIVE 1 - 2.3.3

ENRICHMENT/REINFORCEMENT:

Show the filmstrip "Break the Fast" and use the suggested questions to stimulate discussion.

Why do people skip breakfast?
Who needs to eat breakfast?
What happens in the morning when you skip breakfast?
What food families should be included in a really good breakfast?
What are some good foods you can eat for breakfast that you like?
What did you have for breakfast today?

Read and discuss pages 96-99 in You and Your Health: 1.

LESSON PLANS

CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
Food/Choices	*	Five-30 minute periods

OBJECTIVE 1 - 2.3.4 Consider the factors influencing food choices.

INSTRUCTIONAL MATERIALS:

Kit: Dairy and Food Nutrition Council's Kit, Food - Your Choice, Level 1.
ABCD Energy (song)
Resource materials
Posters: "What Did You Have for Breakfast" and "Making Pancakes"
Student materials

SUPPLEMENTARY:

Game: Weight Watchers International, A Child's Garden of Eating. (available in your media center)

PROCEDURE:

Follow directions as presented in Teacher's Guide for Unit 4, Food - Your Choice. Choose the activities appropriate for your students. Student activities in Unit 4 correlate with IMS skills as follows:

Activity 1 - 1.C.2, 1.C.3, 1.M.1
Activity 3 - 1.C.1
Activity 4 - K.M.R.1, 1.C.8, 1.C.9
Activity 8 - K.M.R.1, 1.C.8
Evaluation - 1.C.2

EVALUATION:

Have students complete the written evaluation "What Did You Learn," Unit 4. This is in the student materials booklet.

ENRICHMENT/REINFORCEMENT:

Introduce and teach A Child's Garden of Good Eating game. To further stimulate retention of good attitudes toward diet, allow students to play the game throughout the year after completing other tasks.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted Texts	Other Resources
1-2.3	Attitudes affect food selection and diet.	2 - 3 Weeks	Health Test	Richmond, (1, 1981), pp. 90-10. Richmond, (1, 1977), pp. 91-105. Barufaldi, (1, 1981), pp. 143.	TEXTBOOKS Richmond, (1, 1977), pp. 36-37, 41-60. KITS Weight Watchers, Garden of Eating-Nutrition Program.** Cereal Institute, It's Breakfast Time.** Dairy and Food Nutritional Council, Food...Your Choice, Level I. + FILMSTRIPS Walt Disney Educational Media Co., You and Your Health Series, + "You--And Your Food."+ SVE, Health Adventures of the Lollipop Dragon. + "Food and Growth."+ The Polished Apple, Nutrition for Children.+ "Break the Fast." "The Nutrient Express." "George Gorge and Nickey Persnickey."

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KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted Texts	Other Resources
1-2.3	Attitudes affect food selection and diet.	2 - 3 Weeks	Health Test		MODELS Dairy and Food Nutrition Council, Food. FILMS Eat for Health.* Eat Well, Grow Well* Nutrition: You are What You Eat.* Eating Right With Harv and Marv.* Most Important Person: Nutrition.*

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